



STUDENT-LED INTEREST CENTERS (SLIC): CHECKLIST

AGE HAS NOTHING TO DO WITH COMPETENCY!

"Hi, I'm excited that you are eager to make your school more student-centric and are planning to try out the SLIC processes for yourself! I hope you have enjoyed going through the pack and resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It's really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience."**

- Phoram Desai

BEFORE

- ☐ At the beginning of the year, the school leaders and teacher team should schedule a meeting for **designing the calendar** for the Student-Led Interest Center (SLIC) process.
- ☐ While starting the Student-Led Interest Center, the school leaders should regularly re-iterate that it is an opportunity for the students to build the **I CAN spirit**.
- ☐ It is important that all team members understand the different roles they play in SLICs:
 - to be a co-teacher who steps in to **plan** with the students;
 - **scaffolds** them where necessary;
 - helps them to **reflect** on becoming better at their skills.
- ☐ Spaces identified for the centers should be comfortable and conducive for **collaboration** and **discussions** as well as **creation** (where required).

DURING

STEP 1: Come together as a Key Stage/school section to understand the purpose of the SLIC



CURRICULUM PILLAR

- ☐ The meeting can start with the teachers **sharing** about some of the skills or talents the students in his or her class have and cheer for them.
- ☐ Build the **enthusiasm** in the students to learn from their peers.

STEP 2: Build readiness in the students through a skill-fest

- ☐ Now, factor in a session of 30 minutes with your students, separately for each grade or else as a Key Stage wide skill-fest, designated for offering children the opportunity to **share and showcase their skills** to their peers.
- ☐ Co-create the **criteria** to identify the sessions that were of value – engaging, well planned and conducted - and help the students understand what these look like.
- ☐ At the end of the skill-fest/class skill sharing time, get students to **vote** for the ones that were engaging and well planned. Open the session with questions like:
 - Which of the student-led sessions did you enjoy the most?
 - Which one was the best learning experience?
 - Who would you say was well prepared for the session?
 - Whom did you notice doing great work in conducting the session?

STEP 3: Plan and initiate SLICs for the semester/year

- ☐ Reflect on the **sessions and feedbacks**.
- ☐ Co create the **calendar** for the following:
 - **Voting** for the students who can now share the skills with peers from all grades.
 - Plan for the **assembly** for the students to pitch for their centers.
 - **Time table** for the sessions (days and time slots – once/twice a week).
- ☐ Identify the **spaces** required for the centers.
- ☐ Identify the **teacher mentor** for each student led interest center (this could be based on the skills of the teacher or the need of the student in terms of emotional support that the student might require).
- ☐ Co create the **expectations** – planning, protocols during the session, reflection protocol.
- ☐ Factor in the time for **planning and reflection** with the students leading the centers.
- ☐ Encourage students to **keep track** of the sessions on a weekly basis and keep **reflection notes** for all the sessions. Have a quick dialogue with students at the end of every week to review the progress of planned activities.

AFTER

- ☐ At the end of the month, meet the student leading the center and its participants to **reflect** on the planning and execution of the sessions (the hot spots and bright spots).
- ☐ **Create & share** memories in the form of pictures, videos and shout-outs.
- ☐ Ensure that the students and mentors meet at the end of the term/year to **review** the sessions and process to be able to refine it for the coming term/year.

SOME IMPORTANT TIPS

- ☐ Help students to see the **relevance** of the planned activities, so that they can visualize their growth through cognitive, social, emotional, physical and spiritual experiences over the month.
- ☐ While it is important to give a patient hearing to the student's voice always ask them to **justify** their choices and encourage them to be open to **negotiation**.
- ☐ **Planning** should be done in school for each session so that it is purely student voice guided by the teacher mentor and not done under parental influence.
- ☐ **Scaffolding, reflecting and encouraging** the students to lead the centers should be done regularly by the teacher mentors.
- ☐ For the younger grades, **diary updates** on the centers can also be sent for the reference of parents.